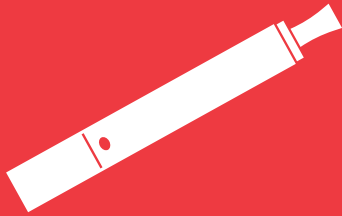


Talking About...

# VAPING / E-CIGARETTES



The Talking About Series is an educational resource addressing **cannabis, tobacco, vaping, and water pipes**. The series includes a set of activity guides, one for each topic, to help facilitate critical discussion with young people in a fun and informative manner.

*Each activity guide is divided into three levels:*

- **Level 1** aims to establish foundational knowledge about a specific lung health issue using a fun and interactive true or false activity.
- **Level 2** explores different perspectives and/or opinions on a specific lung health issue using a small group activity to establish the arguments from each side of the issue.
- **Level 3** provides an opportunity for youth to demonstrate the ability to apply appropriate skills and strategies in making decisions about their health through role play/discussion of different scenarios.

All three levels are intended to engage young people, using interactive activities, while inspiring critical thinking and reflection.

Each level is approximately 40-45 minutes and consists of an introduction, core activity, and debrief. We have provided sample energizers and debriefing activities, however, we encourage you to mix and match and/or incorporate your own activities, if needed, to best meet the needs of your group.

**LEVEL 1**  
**“THE WHAT”**

**Level 1** is intended to provide context and a brief overview of the topic. Some questions that might arise include: What is it? What do we already know? What can I expect? What are the facts?

\*Norms and Agreements Activity (Optional) – See Appendix A

**1.1 INTRO ACTIVITY**  
**POWER WORDS**

**Objective :** To establish existing knowledge about vaping among youth.

**TIME:** 10 minutes

**MATERIALS:**

- Flip Chart Paper or White Board
- Markers
- Post-it Notes
- Pens

**PREPARATION:**

- Prepare a flipchart with the question “What Do We Know?”

**INSTRUCTIONS:**

- Hand out a post-it note to every participant and ask them to write down the first thing that comes to mind when they think about vaping
- Have participants post their notes on the flipchart/white board
- After everyone has posted their post-it notes, have participants gather around the flipchart to look at all of the responses
- Have the group reflect on the questions/responses

**REFLECTION QUESTIONS:**

- How hard/easy was it to answer the question?
- What patterns/trends do you see emerging when you look at everyone’s response?

**1.2 CORE ACTIVITY**  
**E-CIGARETTES AND VAPING 101 | TRUE OR FALSE**

**Objective:** To gain foundational knowledge about e-cigarette/vaping use among youth.

**TIME:** 20 minutes

**MATERIALS:**

- Masking Tape
- Signs for “True” “False”
- True or False Questions

**PREPARATION:**

- Rearrange the room so there is enough space for participants to move back and forth between the different sides of the room.
- Hang “True” and “False” signs on wall.

**INSTRUCTIONS:**

1. Explain to participants that they are going to spend the next couple of minutes looking at some important facts about e-cigarette/vaping use among youth.
2. Advise participants that this is not a group activity (They will be working in a big group but each person is encouraged to make an individual decision).
3. Say first statement on True or False script and invite participant’s to move under the ‘True’ sign if they believe the statement to be true or under the ‘False’ sign if they believe the statement to be false.
4. Ask the questions to the group as a whole and allow participants 5 seconds to choose a side of the room.
5. Repeat questions when necessary.
6. Advise participants of the correct answer and follow-up statements, and move on to the next question. (Recommended to ask 4 or 5 question)
7. At the end, ask participants to come back into a larger group to debrief.

*\*Facilitator Note: Depending on the size of your group and how much time is needed to debrief each answer, you may have time for only one of the two questions.*

**DEBRIEF:**

- What surprised you?
- What facts do you think are most important/relevant?

**VAPING/E-CIGARETTES - TRUE OR FALSE****1. VAPING IS A GOOD WAY TO QUIT SMOKING CIGARETTES**

**INCONCLUSIVE** - The research is inconclusive on whether e-cigarettes can be an effective way to quit smoking. Many people who smoke have tried vaping to quit and more research is needed. While e-cigarettes may be less harmful than traditional cigarettes, ultimately people should plan to quit vaping as well.

**2. IF YOU VAPE YOU ARE 2X MORE LIKELY TO START SMOKING CIGARETTES**

**✗ FALSE** - The truth is youth who vape are more than 4x more likely to start smoking cigarettes.

**3. IT IS ILLEGAL TO SELL OR SUPPLY E-CIGARETTES TO ANYONE UNDER 19 YEARS OF AGE IN ONTARIO**

**✓ TRUE** - It is illegal to: sell or supply electronic cigarettes (e-cigarettes) and component parts (e.g. battery, atomizer) to anyone under 19 years of age.

**4. USING APPEALING FLAVOURS LIKE FRUITS OR DESSERTS ARE A STRATEGY FOR ENTICING YOUNG USERS**

**✓ TRUE** - Bill S-5 prohibits the promotion of vaping products that are appealing to youth, such as products with appealing flavours like dessert or confectionery flavours. It also restricts the promotion of vaping products, including a ban on all lifestyle advertising. This is because flavours have long been demonstrated to attract a younger audience. They were used in marketing efforts on tobacco products until they were legally not allowed. A study by Harrell et al 2017 found that over 80% of youth and young adult tobacco users reported using flavored tobacco. Three-fourths of flavored product users said they would no longer use the product if it was not flavored. This was highest amongst e-cigarette users.

**5. SOME OF THE BRANDS BEHIND E-CIGARETTE/VAPE PRODUCTS ARE BIG TOBACCO CORPORATIONS**

**✓ TRUE** - Marlboro sells Mark Ten e-cigarettes, Newport sells Blu, Camel sells Vuse. Given the decline in smoking rates across Canada, Big Tobacco corporations are looking for new customers to replace their old customers. By promoting a new product to youth populations they are hoping to make lifelong customers.

### 6. E-CIGARETTES ARE HARMLESS

- ✘ **FALSE** - There are still many unanswered questions regarding e-cigarettes and scientists are working to better understand the health effects. Although many of the toxic and cancer-causing chemicals resulting from the burning of tobacco are not present in e-cigarettes, they can still expose users to nicotine, and other harmful chemicals. Health Canada notes that advertisers are not legally allowed to call their vaping products a safer alternative to cigarettes. Less harmful does not equal harmless.

### 7. E-CIGARETTES ARE NOT ADDICTIVE

- ✘ **FALSE** - Many e-cigarettes contain nicotine, which is known to be a highly addictive substance. Vaping products with nicotine can therefore result in dependence and addiction. There is also concern about the potential of vaping products to promote and lead to tobacco or other substance use.

### 8. THE CLOUDS MADE BY E-CIGARETTES/VAPE PENS IS JUST WATER VAPOUR

- ✘ **FALSE** - The “cloud” or “smoke” produced is a mixture of numerous chemicals that were present in the e-liquid before or produced during the heating process, creating an aerosol. An aerosol is a suspension of tiny particles of liquid and/or solid within a gas. The inhalation of the aerosol travels into the mouth, deep into the lungs, and potentially into the circulatory system. Harmful chemicals include nicotine, diacetyl (linked to serious lung disease), benzene (found in car exhaust) and heavy metals such as nickel, tin and lead.

### 9. IN ADDITION TO NICOTINE, MOST E-CIGARETTE PRODUCTS CONTAIN AND EMIT NUMEROUS POTENTIALLY TOXIC SUBSTANCES

- ✔ **TRUE** - There is conclusive evidence that in addition to nicotine, most e-cigarette products contain and emit numerous potentially toxic substances.

### 10. E-CIGARETTE AEROSOL CONTAINS METALS.

- ✔ **TRUE** - Metals that have been identified include: aluminum, antimony, arsenic, cadmium, chromium, copper, iron, lead, manganese, nickel, titanium, tungsten, uranium and zinc.

## 1.3 DEBRIEF - HOW ARE YOU FEELING ABOUT THE ISSUE?

**TIME:** 10 minutes

### **MATERIALS:**

- 4 or 5 emojis printed on 8.5 x 11 paper (copy and paste from the internet or you can draw by hand)
- Masking Tape

### **PREPARATION:**

- Rearrange the room so there is enough space for participants to move back and forth between the different sides of the room.
- Hang emoji signs on the wall around the room

### **INSTRUCTIONS:**

- Invite participants to move under the emoji sign that best represents how they are feeling about e-cigarettes/vaping (after the main activity)
- Encourage each group to share with each other why they feel that way
- Ask for one person from each group to share back with the whole group the general sentiments that were expressed

**LEVEL 2**  
**“THE SO WHAT”**

**Level 2** is intended to establish why we care about this topic and why it matters. As well as to explore different perspectives on the topic.

\*Norms and Agreements Activity (Optional) – See Appendix A

**2.1 INTRO ACTIVITY**  
**NUMBER CLUSTER BRAINSTORM**

**Objective :** A quick activity to re-cap and assess the learnings from **Level 1**.

**TIME:** 10 minutes

**MATERIALS:**

- None

**PREPARATION:**

- Rearrange the room so there is enough space for participants to move around the room.

**INSTRUCTIONS:**

- Facilitator will call out a number between 2 and 5 while participants are moving around the room
- Participants will then have to quickly form groups based on the number that is called out (if there is an odd number, remaining participants can join the group closest to them)
- In their groups, participants must answer the question that the facilitator reads out (i.e. what concerns you most about the current vaping trend? Why do you think vaping has become so popular? What are your biggest concerns about vaping?)

**2.2 CORE ACTIVITY**  
**VAPING FROM 4 PERSPECTIVES | 4 SIDES OF VAPING**

**Objective :** To explore the vaping issue from different perspectives

**TIME:** 20 minutes

**MATERIALS:**

- Flipchart Paper
- Markers
- Fact Sheets (1 per group) \*See page 10

**PREPARATION:**

- 4 pieces of flipchart paper with one perspective written on each (i.e. Industry, Health, Youth Who Vape, Youth Who Don't Vape)
- Set-up room so there is the appropriate space for small group work

**INSTRUCTIONS:**

- Divide group into 4 smaller teams, 1 group per perspective
- Small groups will have 7-8 minutes to brainstorm their perspective on vaping based on their assigned role (i.e. Industry)
- Groups must record their ideas on flipchart provided
- Facilitator will then hand out one fact sheet per group and groups will have a chance to fact check their arguments and add anything to their flipchart
- Groups then hang up their flipchart and participants can walk around the room to see other perspectives about vaping
- Ask each group to find a creative way to present their argument to the whole team

**2.3 DEBRIEF - INSIDE/OUTSIDE**

**TIME:** 10 minutes

**MATERIALS:**

- None

**PREPARATION:**

- Prepare the room so there is space for participants to move around the room.

**INSTRUCTIONS:**

- Number participants "1" or "2"
- Ask number 1s to form a circle facing outward
- Ask number 2s to then form a second circle on the outside of the first circle (the inner and outer circles should be facing each other)
- Make sure participants are lined up facing someone from the opposite circle
- The facilitator will then say a random number between 1 and 6. If it's an even number the outside circle moves to the right. If it's an odd number, the inside circle moves to the right.
- The facilitator will then pose a question ("What was the biggest surprise or learning for you during the 4 perspectives activity? What was the most convincing argument? What was something new you learned, etc.?)

**LEVEL 3**  
**“THE NOW WHAT”**

**Level 3** is intended to ask the question “What do we do now?” and to provide an opportunity to think critically about how to apply what we have learned in relation to our own health and well-being.

\*Norms and Agreements Activity (Optional) – See Appendix A

**3.1 INTRO ACTIVITY**  
**PRESSURE’S ON!**

**Objective :** A quick and fun activity to promote critical thinking and to test your ability to form a strong argument in a short period of time.

**TIME:** 5 minutes

**MATERIALS:**

- Post it notes
- Pens/pencils
- Timer

**PREPARATION:**

- None

**INSTRUCTIONS:**

- Divide the group into pairs (number participants “1” or “2”)
- In pairs, one person will have 1 minute to take notes on a (random) topic that is given to you by your partner/teacher
- After 1 minute is up, you will then have to speak for 1 minute on that topic using your notes, if need be.
- Switch partners after you have presented and repeat the process.

**3.2 CORE ACTIVITY**  
**ROLE PLAY SCENARIOS**

**Objective :** Participants will demonstrate the ability to apply appropriate skills and strategies in making decisions about their health. Demonstrate the ability to apply these strategies through role play/discussion of hypothetical scenarios.

**TIME:** 20 minutes

**MATERIALS:**

- Role play scenarios

**PREPARATION:**

- Print out scenarios

**INSTRUCTIONS:**

- Divide group into 4-5 smaller teams
- Hand-out 1 scenario per team
- Give teams 10 minutes to read over their scenario and prepare a role play
- Each will have a chance to perform their role play

## SCENARIOS

### SCENARIO 1

Zane spends a lot of time on Instagram following different accounts. Several of the Instagram accounts have started showing people vaping in the pictures and videos they post. Zane has never vaped before but wants to start so he can post videos of himself vaping on Instagram and be part of the trend. As a friend, what could you do to better inform Zane's decision?

### SCENARIO 2

Gloria has been curious about vaping ever since her friend started to vape. She has never smoked before but her friends tell her it's less harmful than cigarettes. Gloria thinks vaping would be okay to try because she thinks that there are no harmful effects. Are there any possible health risks and what can Gloria do to get more information about vaping?

### SCENARIO 3

Each time Rocco enters the boy's washroom at his school he notices that there are more and more people vaping. In one instance, he had an asthma attack inside the boy's washroom as a result of being exposed to vaping. What could Rocco do in this situation and what could he do after the fact to address the issue?

### SCENARIO 4

Today is Kimberly's first day at her new school. She has been invited by her classmates to come and vape with them after class. Kimberly has always been curious about vaping and has a chance to make some new friends. What could Kimberly do in this situation?

### SCENARIO 5

Krishna has been concerned about her friend's vaping habits. Her friend, Eva, started vaping 2 months ago and is now vaping constantly. Krishna is afraid that Eva may have become addicted to vaping and is concerned about her health. What could Krishna do in the situation?

## 3.3 DEBRIEF - SNOWBALL

**TIME:** 10 minutes

### MATERIALS:

- Post-it notes
- Pens/Paper

### PREPARATION:

- Prepare the room so there is enough space for participants to move around
- Hand out one post-it note and a writing utensil per participant

### INSTRUCTIONS:

- Form a big circle
- Ask participants to write down their biggest take-away/learning from the activity
- Once they have finished writing down their response ask participants to scrunch their post-it note into a (snow) ball and at the count of 3, everyone will toss their paper ball across the circle
- Each person will then pick up one of the paper balls (closest to them) and share what was written



## APPENDIX A: NORMS AND AGREEMENTS

**TIME:** 5 minutes

**MATERIALS:**

- Chart paper
- Markers
- Masking tape

**PREPARATION:**

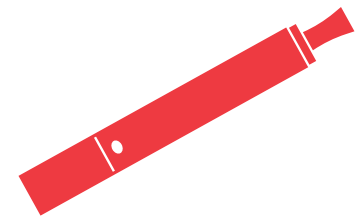
- On flipchart write 'Norms and Agreements'

**INSTRUCTIONS:**

- Explain to the group that we are going to brainstorm a list of group norms or agreements that will help create the atmosphere for the day.
- Note that the research suggests that when people create their own sets of norms and regulations they are more likely to both follow and enforce those agreements.
- Record suggestions on flip chart.
- Ideas to suggest include:
  - o Agree to disagree
  - o Silence the technology
  - o Trust the process
  - o Take the concepts, leave the details
  - o Be present
  - o Have fun
- Post in a visual place in the room.
- Revisit as necessary.

2.2 CORE ACTIVITY

# VAPING FROM 4 PERSPECTIVES



1

Vapes, e-cigarettes, mods, and vape pens are some of the common names to describe vaping products.

2

Vapour products are battery powered devices that heats a liquid and turns it to vapour (Aerosol) for the user to inhale

3

When someone 'vapes' they can breathe in an aerosol made up of a mix of chemicals, metal, and flavour agents.

4

Most vaping products contain high nicotine levels - even more than cigarettes.

5

Flavours may make products more appealing to youth and may make them seem less harmful than they are.

6

If you don't smoke, don't vape. There's no good reason.

7

Vaping might be less harmful than cigarettes but they are not harmless.

8

Short term health effects may include: coughing, sneezing, worsen asthma symptoms, or a faster heart rate.

9

Broken vaping products have exploded and caused fires.

10

The long-term safety of inhaling chemicals found in vaping liquid is unknown and continues to be assessed. Why risk it?

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**Ontario Lung Association is a registered charity operating as the Lung Health Foundation**

The Lung Health Foundation is dedicated to ending gaps in the prevention, diagnosis, and care of lung disease in Canada. We invest in the future by driving groundbreaking research, and we give patients and their families the programs and support they need today. Lung health starts now!

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